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ABSTRACT

This module is one in a series of four performance-based modules developed to prepare vocational educators to serve limited English proficient (LEP) students. It is designed to help new and experienced vocational recruiters target their recruiting efforts for LEP persons. The module is made up of a series of five learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. An introduction lists terminal and enabling objectives, resources, learning experiences, and optional reading. This module teaches: (1) how to develop a recruitment plan by identifying the language and cultural groups to be recruited and obtaining specific information about them; (2) how to develop bilingual promotional materials, use the mass media, and conduct bilingual open houses and visits into the community; and (3) how to involve others actively in recruiting LEP students for vocational programs. The final experience requires the teacher to demonstrate the skill in an actual vocational instructional situation where the teacher is an intern, student teacher, or inservice teacher. An assessment form for the final learning experience is included. (YLB)

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RECRUIT LEP STUDENTS FOR VOCATIONAL PROGRAMS

One of four performance-based modules to prepare vocational educators to serve LEP students

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FOREWORD

This module is one in a series of four performance-based modules focusing on serving limited English-proficient (LEP) vocational students. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to performance-based concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers who serve LEP students.

Many individuals and institutions have contributed to the research, development, testing, and revision of these significant training materials. Appreciation is extended to the following individuals who, as members of the project technical panel, advised project staff, identified human and materials resources, and reviewed draft materials: Curtis Bradley, John Ferrandino, Mary Galvan, James Hamilton, Le-Huong Le, Angelica Negron, and Irving Panzer.

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Ray D. Ryan
Executive Director
The National Center for Research
in Vocational Education

ABOUT USING THESE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to working with LEP vocational students. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual vocational instructional situation when you are an intern, a student teacher, or an inservice teacher or educator.

Procedures

Modules are designed to allow you to individualize your professional education program. You need to read only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before reading any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to reach one of the following conclusions:

- You do not have the competencies indicated and should complete the entire module.
- You are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences.
- You are already competent in this area and are ready to complete the final learning experience in order to "test out."
- The module is inappropriate to your needs at this time.

When you are ready to complete the final learning experience **and** have access to an actual vocational instructional situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete or review previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Vocational Instructional Situation: A situation in which you are actually working with and responsible for secondary or postsecondary LEP vocational students or other LEP occupational trainees. If you do **not** have access to an actual vocational instructional situation with LEP students when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later.

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity of Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor; instructor; administrator; instructional supervisor; cooperating, supervising, or classroom teacher; or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical educational, or trade and industrial education.

You or the Teacher/Educator: The person who is completing this module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: **No attempt** was made to meet the criterion, although it was relevant.

Poor: the teacher/educator is unable to perform this skill or has **very limited ability** to perform it.

Fair: The teacher/educator is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher/educator is able to perform this skill in an **effective** manner.

Excellent: The teacher/educator is able to perform this skill in a **very effective** manner.

INTRODUCTION

Access to vocational education programs has been recognized as a critical problem for limited English-proficient (LEP) persons. One obvious reason for this continued problem is that traditional recruiting techniques and materials are frequently not effective with students who are linguistically and culturally different. This module will help experienced vocational recruiters better target their recruiting efforts for LEP persons. Vocational educators called upon to recruit for the first time will also be able to acquire the necessary skills.

The first step is to develop a recruitment plan. To do this, the vocational educator must identify the language and cultural groups to be recruited and then obtain specific information about them, including languages spoken, cultural characteristics, best networks and channels of communication, community leaders, and agencies and organizations serving these target groups.

Next, you will learn to develop bilingual promotional materials such as fliers, brochures, posters, and video- and audiotapes. You will also learn how to use the mass media, including native language newspapers, radio, and television, and how to conduct bilingual open houses and visits into the community. Finally, this module will teach you how to involve others actively in recruiting LEP students for vocational programs. Collaborating with school staff and other educators, the community, and present and former students will make your recruiting responsibilities easier and the results more effective.

ABOUT THIS MODULE

Terminal Objective In an actual vocational instructional setting, recruit LEP students for vocational programs. Your performance will be assessed by your resource person, using the Performance Assessment Form, pp. 63-66 (Learning Experience V).

Enabling Objectives

1. After completing the required reading, demonstrate knowledge of how to plan recruiting of LEP students for vocational programs. (Learning Experience I)

2. After completing the required reading, develop a checklist of criteria to evaluate promotional materials for a vocational program serving LEP students. Then use the checklist to critique some actual materials. (Learning Experience II)

3. After completing the required reading, critique the performance of one educator in using the mass media, open houses, and visits to recruit LEP students. (Learning Experience III)

4. After completing the required reading, critique how one educator involved others in recruiting LEP students. (Learning Experience IV)

Resources

A list follows of the outside resources that supplement those contained within the module. Check with your resource person (1) to determine the availability and location of those resources, (2) to locate additional resources in your area of specialization, and (3) to get assistance in setting up activities with peers or observations, if necessary. You may also contact your resource person if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

A person responsible for recruiting whom you can interview concerning recruitment of LEP students to vocational programs.

LEP vocational students whom you can survey to determine why they enrolled.

Learning Experience II

Existing vocational recruitment materials that you can review for appropriateness for LEP students.

Promote Your Vocational Programs with Exceptional Students. Module L-13, PBTE series, NCRVE (optional).

Kemp, J., and Dayton, D. Planning and Producing Instructional Media. New York: Harper & Row Publishers, 1985.

Learning Experience III

Conduct an Open House, Module, G-7, PBTE series, NCRVE (optional).

Learning Experience IV

No outside resources.

Learning Experience V

An actual vocational instructional setting in which you can recruit LEP students for vocational programs.

A resource person to assess your competency in recruiting LEP students.

Optional Reading for this Module

Bradley, Curtis, and Friedenberg, Joan. Vocational Training for LEP's: Ten Tips for Teachers (sound/color filmstrip). Bloomington, IL: Meridian Education Corporation, 1988.

Crandall, JoAnn. Equity from the Bilingual Education Specialist's Perspective. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1982.

Friedenberg, Joan. The Condition of Vocational Education for LEP Students in Selected Areas of the United States. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1987.

Friedenberg, Joan, and Bradley, Curtis. Instructional Materials for Bilingual Vocational Eduction. Englewood Cliffs, NJ: Prentice-Hall Publishers, 1984.

Friedenberg, Joan, and Bradley, Curtis. Bilingual Voc Ed. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1984.

Lopez-Valadez, Jeanne (ed). Immigrant Workers and the American Workplace: The Role of Voc Ed. Columbus: The National Center for Research in Vocational Education, The Ohio State University, 1985.

Peterson, Morris, and Berry, Dale. Strategies for Using External Resources in Bilingual Vocational Training Programs: A Guide for Program Planning. Washington, DC: Kirschner Associates, 1983.

Terminology

Limited-English Proficient (LEP): LEP persons are those born in a country where English is not the primary language, or raised in an environment in this country where English is not the dominant language, and who, as a result, experience difficulty in reading, writing, speaking, and/or understanding English to the point where such difficulty is a barrier to education and employment.

Bilingual Education: The use of two languages, one of which is English, in a classroom or instructional program.

Vocational Education: Occupational education that requires less than a baccalaureate degree. Includes such occupational areas as trade and industrial, health occupations, home economics, agricultural, technical, marketing and distributive, industrial arts, and business education.

English as a Second Language (ESL): A class or program of English language instruction designed especially for speakers of other languages. ESL is not like English or language arts classes for English speakers.

Vocational English as a Second Language (VESL): ESL instruction that is job-specific. For example, cosmetology ESL, nurse's aide ESL, child care ESL, auto mechanics ESL.

LEARNING EXPERIENCE I

OVERVIEW

Enabling Objective	After completing the required reading, demonstrate knowledge of the key elements of recruiting LEP students.
Activity 1	You will be reading the information sheet Planning for Recruitment, pp. 10-14.
Activity 2	You will be completing a self check on recruiting LEP students for vocational programs, pp. 15-17.
Feedback 3	You will be evaluating your knowledge of the key elements of recruiting LEP students for vocational programs by comparing your answers to the self-check with the model answers, pp. 18-20.
Activity 4	You will interview a person responsible for recruiting students for vocational programs. Ask how LEP students are recruited. Is it effective?
Activity 5	You will survey LEP students, formally or informally, to determine why they did or did not enroll in vocational programs. Find out what sources of information they used.
Activity 6	You will get some practice in planning recruitment by doing some assessment of your own community.

Activity 1 Special targeted recruiting is necessary to inform LEP persons about vocational education opportunities. Read the following information sheet on how to identify major language and cultural groups in your community and how to identify the best information sources and recruiting techniques.

PLANNING FOR RECRUITMENT

Once you have made the decision and commitment to serve LEP students, you will need to develop a special recruiting plan. Traditional recruitment techniques are often not effective with LEP students, for a variety of linguistic and cultural reasons. The steps in planning your approach are first to assess the community you intend to serve and then to develop a written recruitment plan.

Assessing the Community

To plan recruitment of LEP students effectively, you need the following kinds of information: languages spoken, cultural characteristics of various language groups, best networks and channels of communications, key individuals in the community, and agencies and organizations serving the target population.

This information sheet discusses the community assessment process in two phases--identifying language and cultural groups, and then obtaining more specific information about those groups. Although these may be two separate steps, they will in some cases be combined. Some of the people you contact to identify language groups will also provide you with very specific information.

Identifying Language and Cultural Groups

Begin your community assessment by learning what language and cultural groups are represented in the community. There are many potential sources for this information. Ask everyone you contact for referrals to others who can provide more detail, and add the names you receive to your list.

At individual schools, talk to the principal or a counselor. Remember that a lack of LEP students in vocational programs may not reflect a low number of LEP persons in the community, but rather that they are not being recruited or served effectively by existing programs. In addition, ask if there are any student organizations for specific language groups. There are several people at school district offices who may be good sources of information. If there is a bilingual education program or office, this should be the first place to start. Otherwise, try the special needs staff and adult education staff. Also, some districts have a statistician or someone who maintains statistics on the school population.

Colleges, universities, and other postsecondary institutions in the area can also be good sources of information. Likely departments to check include bilingual education, English-as-a-Second Language (ESL or ESOL), foreign languages, and teacher education.

Many agencies and organizations in the community can contribute to your assessment. If they do not serve LEP persons directly, they are likely to know who does. The United Way, for example, is an umbrella agency that helps to coordinate and fund many other social service organizations. The chamber of commerce is another example. In areas with large multicultural populations, there are often "ethnic" chambers of commerce such as Spanish, Arabic, or Vietnamese. Additional possibilities include religious institutions, the Council of Churches, refugee assistance programs, community centers, and telephone helplines. If you have trouble identifying appropriate agencies, look in the yellow pages of the telephone directory under "Human Services Organizations" and "Social Service Organizations."

Finally, there are many informal ways to identify language and cultural groups in the community. Keep your eyes and ears open. Look at newsstands. The selection of newspapers and magazines offered may tell you something about the languages spoken in the area. Similarly, scan radio and television programs for foreign language broadcasts or news and advertising that may be indicative. Newspapers often refer to community groups or agencies. Lastly, simply glancing at the names in the phone book can tell you something about the cultural backgrounds of people in your community. In other words, information about which language and cultural groups live in your community is available from a large number of sources. When you are reasonably sure that you have identified the major groups, move to the second phase of the community assessment.

Obtaining Specific Information

As mentioned above, when you identify language groups in the community, you will get some of the specific information you need at the same time. In addition, remember that you will be asking everyone you contact to refer you to others who know more.

What information do you need? The following lists could be used as checklists for telephone and personal interviews.

Language and Cultural Information

1. What language(s) does the group speak? Read? Write? (Are they literate in their own language?)

2. In general, what is the range of English proficiency, both oral and written?

3. How much formal schooling is common? What are their attitudes towards education?

4. Are there certain kinds of work that might be considered more or less desirable?

5. What sex role stereotyping exists concerning education and work?

6. What kinds of work backgrounds do they have?

7. How familiar is the group with the culture of the United States? What are the greatest similarities and differences between their culture and ours?

Where and How to Recruit

1. If written promotional materials are developed, where should they be disseminated?
   - Supermarkets?
   - Stores?
   - Religious institutions?
   - Community-based organizations?
   - Chambers of commerce?
   - Schools?
   - Restaurants?
   - Job Service Office?
   - Included in utility bills?
   - ESL classes?
   - Citizenship classes?
2. What newspapers, if any, do prospective students read? On which days? Which would attract more attention, feature stories, public service announcements, or ads? What about school newspapers?
3. What radio or television programs are popular?
4. Will direct recruiting, such as door-to-door visits, be more effective?
5. Would prospective students be likely to visit your program?
6. Where do prospective students meet for social functions?
7. Who are the community leaders they turn to for guidance?
8. Which community agencies do they use?

Needs of Prospective Students

1. What kinds of occupational training programs would be most popular?
2. Are employment needs immediate, or is long-term training an option?
3. How much education and training would be needed?

4. Will employability skills training be required?

5. Should you provide job development, placement, and follow-up?

6. What support services will be needed to enable participants to take advantage of your program?

   - Transportation?
   - Immigration counseling?
   - Child care?
   - Job counseling?
   - Personal counseling?
   - Financial aid?

Developing a Recruitment Plan

Once you have identified the language and cultural groups in your community and determined the best recruiting methods to reach them, you are ready to develop a recruitment plan. The length and complexity of this plan will depend on your specific situation. If you are in a position to make your own decisions about recruiting and have adequate resources to support your efforts, then you may only need a short, informal plan for your own use. Most educators, however, need the approval and support of colleagues, department heads, principals, or superintendents in order to carry out a recruiting program. In this case, a more detailed plan will probably be required. As you plan, consider needs, goals, methods, time schedule, and resources needed, and let your specific situation determine the detail and length of the actual plan. The outline that follows is not intended to be all inclusive, but rather to provide examples of things to consider.

Elements of a Recruiting Plan

Needs. Make a strong statement here. Remember that excluding students from programs because of limited English proficiency can be considered discrimination based on national origin and is not only unethical but, in many cases, illegal. Most decision-makers, however, want documentation of need. Possible sources of data include U.S. Bureau of Census reports, state job service information, school statistics, and local studies by the chamber of commerce, the Private Industry Council (PIC), or other groups. Look for the following kinds of information:

- Unemployment rates, broken down by ethnic and language groups, if possible
- Underemployment information
- LEP persons as a percentage of the community at large, of school enrollments, and of participants in your program
- School dropout statistics comparing various subgroups
- Percentages on various groups of LEP students who are enrolled below the expected grade level for their age

Goals. Goals and objectives can be stated in general or specific terms. In addition to recruiting goals, you may need or want to include such things as program completion rates and even job placement. Recruitment goals could include such things as--

- o number of printed materials and/or audiovisual presentations developed and disseminated,
- o numbers of LEP students to demonstrate interest in response to promotional efforts,
- o numbers of LEP students who apply,
- o numbers of LEP students who enroll, and
- o linkages with other programs or involvement of other colleagues.

Time Schedule. Decide on specific dates--perhaps in terms of school years or semesters if applicable--for each phase of your plan. Be reasonable.

Methods and Techniques. In your community assessment, you asked knowledgeable people what sources of information, media, and places would be most effective in reaching the target populations. Later in this module, you will learn how to develop materials, conduct visits and open houses, and involve others in recruiting. For purposes of the recruitment plan, choose the best methods, taking into account both your needs and resources. Options include--

- o printed materials;
- o media presentations;
- o individual, direct (personal) recruiting;
- o programs such as open houses, tours; and
- o collaboration with colleagues, community leaders, and agencies.

Resources Needed

Figure out all of the human and financial resources you will need to achieve your recruiting goals. In both cases, you are more likely to get administrative approval and support if you keep additional resources needed to a minimum. Colleagues such as counselors, recruiters, supervisors, and teachers may already be involved in recruiting. If you can convince them to allocate some of their time and resources to helping you with targeted recruiting of LEP students, so much the better. Their response to your request may well depend on your approach. If it seems that you are saying: "I've discovered that you're not doing something that you should be doing," the reaction may be negative. On the other hand, if you take an approach such as "I want to offer to help you," then you may find more cooperation.

Activity 2 The following items check your comprehension of the materials in the information sheet "Planning for Recruitment." Each question requires a short essay-type response. Explain briefly but fully, and be sure to respond to all parts of each question.

SELF-CHECK

1. Language and culture groups represented in a community must be identified before a targeted recruiting plan can be developed. What sources in a community can provide information about these groups? What general kinds of information do you need?

2. What kinds of specific language and cultural information would be useful in developing a recruitment plan?

3. Where can written promotional materials announcing a LEP vocational program be disseminated? What other networks and channels of communication are possible for making contacts with prospective students?

4. The needs of LEP students will direct the planning of a vocational program for them. Identify some of the possible needs of prospective students.

5. When you have identified the language and cultural groups in a community, you can develop a recruitment plan that will be effective in your particular situation. What should you include in your plan?

6. What similarities and differences are there between a traditional recruiting plan and one that is targeted for LEP students?

Feedback 3 Compare your written responses to the self-check items with the model answers given below. Your responses do not have to duplicate the model responses word for word, but should include the same major points.

MODEL ANSWERS

1. In order to recruit LEP students, you must identify them and assess their needs. You need information about the different **languages spoken** in the community, the **cultural characteristics** of various language groups, the **best networks and channels of communication, community leaders,** and **agencies and organizations** serving the target population.

   School systems are an important potential source of information about the LEP population. Principals, counselors, English, ESL and bilingual teachers, special needs staff, adult education staff, and statisticians can provide valuable information. **Colleges, universities and other postsecondary institutions** are sources of information through their departments of Bilingual Education, ESL, Foreign Language and Teacher Education. Other good sources are **agencies and organizations in the community** that serve LEP persons directly or indirectly, including the United Way, chamber of commerce, the Council of Churches, refugee assistance programs, community centers, telephone helplines, human services organizations and social service organizations.

   Informally, you can identify language and cultural groups by looking at newsstands to see the selection of newspapers and magazines offered, by scanning radio and television programs for foreign language broadcasts, news, or advertising, or by glancing at the names in the phone book.

2. The **language a group speaks, reads, and writes is important** information. You should also determine the **range of proficiency LEP groups have in English and in their native language.** Moreover, it is useful to understand **cultural attitudes toward formal schooling,** toward **more or less desirable work,** and toward **sex roles in education and work. Prior work experience** may influence LEP persons' vocational choices and needs. Finally, **unfamiliarity with the U.S. work culture** may require special orientation or training in skills necessary for employment.

3. Written promotional materials can be disseminated in public places such as **supermarkets, stores, religious institutions, schools, community agencies, job service offices, ESL classes, and citizenship classes.** With permission from **utility companies,** materials could be included in monthly bills. Other networks and channels of communication are the **radio, television, or newspaper** where a feature story, public service announcement, or ad may attract the attention of prospective LEP students. For recruiting directly, **door-to-door** visits may be effective. Other channels may be to locate favorite **social meeting places** for prospective students, and to contact **community leaders or agencies** who serve LEP persons in the community.

4. During telephone and personal interviews it is possible to find out additional specific information about the needs of prospective students. You may discover **what kind of occupational training programs would be most popular and how much education**

and training are needed for such programs. Prospective students may need **immediate training for employment,** as opposed to long-term training. Students may need to be trained in **employability skills.** They may need **support services** such as **transportation, immigration counseling, child care, and financial aid** to enable them to participate in your program. Finally, considering all the needs of prospective students, you must decide if the program should provide **job development, placement,** and **follow-up services.**

5. First, you should address the **need for the program.** Remember that excluding students from LEP programs because of limited English proficiency is illegal because it discriminates against LEP persons on the basis of national origin. Other documentation of the need for programs for LEP students can be found in sources such as the U.S. Bureau of Census reports, state job service information, school statistics, and local studies by the chamber of commerce, the Private Industry Council (PIC), or other groups. These sources can give you information such as unemployment rates among ethnic and language groups, underemployment information, the percentage of LEP persons in a community, and statistics on LEP school dropouts compared to the population at large.

   Recruiting goals could include such things as--

   - number of printed materials and/or audiovisual presentations developed and disseminated,
   - numbers of LEP students to demonstrate interest in response to promotional efforts,
   - numbers of LEP students who apply,
   - number of LEP students who enroll, and
   - linkages made with other programs and involvement of other colleagues.

   You may also need or want to include **program completion or even job placement rates.** The **time schedule** for the program you are proposing may depend upon the terms or semesters of the school year, but you must decide upon specific dates and submit a time schedule for each phase of your plan.

   A good plan will also **explain the methods and techniques you have chosen.** These could include printed materials, media presentations, visits, open houses, and collaboration with others.

6. In any recruiting plan, you would benefit from assessing the needs of the population, considering level of English literacy, and finding out about cultural backgrounds. Promotional options would be similar, but **materials and information would be disseminated in different manners,** and **developed differently,** as in the case with **translation.** Some needs are common to many students, such as transportation, child care, and financial, while others are unique to LEP persons, such as **immigration counseling and ESL instruction.** A greater diversity of cultural backgrounds and levels of language proficiency exists within LEP populations, and the frequently striking differences between traditional and LEP populations in basic beliefs, attitudes, customs, and cultural patterns should be kept in mind.

Level of Performance: Your written responses to the self-check items should have covered the same major points as the model answers. If you missed some of those ideas or have questions on any other points, review the information sheet, "Planning for Recruitment," and consult your resource person if necessary.

The following activities give you practice in what you have learned. Any notes/or records you make might be helpful as a reference in the future.

Activity 4 Specialists who are experienced in recruiting students are a valuable resource for information about what methods of recruitment work the best. From experience, they can suggest what questions to ask and what approaches are most appropriate for particular groups. Interview a person responsible for recruiting. Ask how they recruit LEP students and what techniques are most successful.

Activity 5 Interview several LEP vocational students to find out why they enrolled, how they learned about the program, what information attracted their attention and helped them decide on the program, and what other information would be effective in recruiting prospective LEP students in the future.

Activity 6 Identifying language and cultural groups represented in the community is the first step in planning for recruitment. Using suggestions from the information sheet for gathering this data, conduct a partial assessment by checking at least three sources that could help you assess the needs of the LEP community.

LEARNING EXPERIENCE II

OVERVIEW

Enabling Objective	After completing the required reading, develop a checklist of criteria to evaluate promotional materials for a vocational program serving LEP students. Then use the checklist to critique actual materials.
Activity 1	You will read an information sheet on developing bilingual promotional materials--brochures, fliers, signs, and posters, video- and audiotapes, pp. 24-34.
Activity 2	You will develop a checklist to evaluate promotional materials for vocational programs serving LEP students, p. 35.
Feedback 3	You will evaluate your competency in developing a checklist to evaluate promotional materials by comparing your list with the model checklist, pp. 36-37.
Activity 4	You will evaluate written promotional materials, using the checklist, to assess their appropriateness for LEP students, p. 38.

Activity 1 In order to target recruiting for LEP students, it is necessary to design special promotional materials. Read the following information sheet on how to develop printed and audiovisual promotional materials for LEP students.

DEVELOPING PROMOTIONAL MATERIALS TO RECRUIT LEP STUDENTS

It is essential to design or adapt promotional materials that can reach and attract LEP students effectively. This activity will show you how to develop printed as well as audiovisual promotional materials to recruit LEP students for your vocational program.

Developing Printed Promotional Materials

Printed promotional materials include items such as brochures, fliers, signs and posters, course catalogues, letters, or objects such as coffee mugs and T-shirts.

Although, obviously, different materials will allow for different amounts of information about a program, all of these printed materials should have one thing in common--they should be especially designed to attract LEP students. This means that they should contain information of interest to LEP persons, be written in a manner that LEP persons can understand, be culturally sensitive, and be disseminated so that the target populations are reached.

Although you can have printed materials designed by professional graphic artists, by graphic arts teachers and students, or do them yourself, it is also very important to involve persons from the language groups you are serving in the development process. They can advise you on content, and can also help you translate materials into the languages of your potential students.

Developing Promotional Brochures to Recruit LEP Students

Brochures are a particularly effective recruiting tool because they can be relatively inexpensive to produce, contain a lot of information about a program, and include a form to sign up or request additional information. Brochures provide an opportunity for readers to look at, read over, and think about all of the program information presented.

Brochures range from simple (e.g., 8 1/2 x 11", folded in thirds, typewritten, and photocopied or printed with black ink) to elaborate, several page, multicolored, type-set booklets. In any case, they usually contain the following kinds of information:

- Name of the program, school, or training center
- Location
- Eligibility requirements
- Program services and benefits

- General description of the program or programs offered
- Hours
- Training period
- Costs
- Credits and credentials offered
- Application deadline
- Name of any program sponsors (e.g., JTPA, title VII, OVAE)
- How to apply or get more information
- Civil rights/equal opportunity policies or statements

Students from all language and cultural backgrounds in your community should have access to promotional materials that they can understand. This means that brochures should not only contain information that is particularly meaningful to LEP persons, but they should also be available and disseminated in all appropriate languages.

Although there are certainly differences across communities, services and benefits that are often of particular interest to LEP persons include--

- learning English,
- child care and transportation,
- counseling with bilingual assistance,
- vocational instruction with bilingual assistance, and
- placement into an appropriate job or more advanced program of study.

Depending on the length, the contents of bilingual brochures are usually presented in the following formats (see samples on pp. 28-30):

- A separate version of the brochure for each language (most often used with three or more languages)
- One brochure that provides the information on each page in two languages printed side by side
- One multipage brochure that is written in one language for the first half and repeated in the second language in the second half. Often, one half is upside down from the other half.

Brochure covers can be in English, in another language, in two languages, or in many languages. It is important to remember that it can be expensive, and sometimes difficult, to get typesetting in languages other than English. This is especially true for

languages that use a completely different alphabet, such as Russian or Chinese. A choice must be made about how to have non-English languages printed. For example, Spanish can be typeset, typed on a regular English typewriter with small modifications made by hand, or typewritten on a special typewriter that has the appropriate additional symbols for Spanish. On the other hand, Chinese must usually be written by hand in this country.

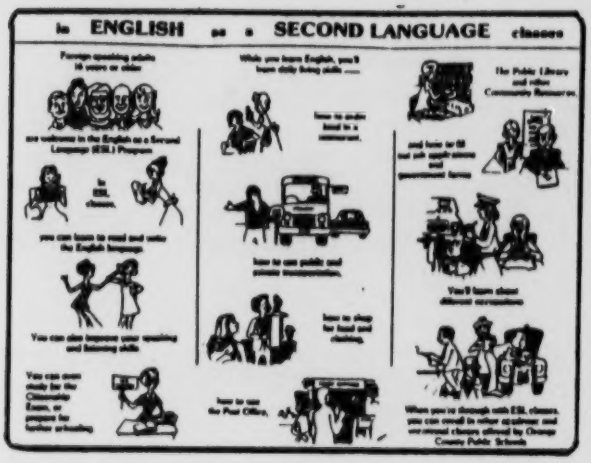
The following chart lists many of the languages that are used in the U.S. today and provides information about the type of writing system each language uses. As a rule of thumb, if you are developing promotional materials in non-Roman-alphabetic languages, the information will have to be written by hand or on special typewriting or typesetting equipment. Languages with Roman alphabetic systems can be written on regular typewriting, word processing, or typesetting equipment, although modifications, such as diacritical markings, will often have to be made by hand.

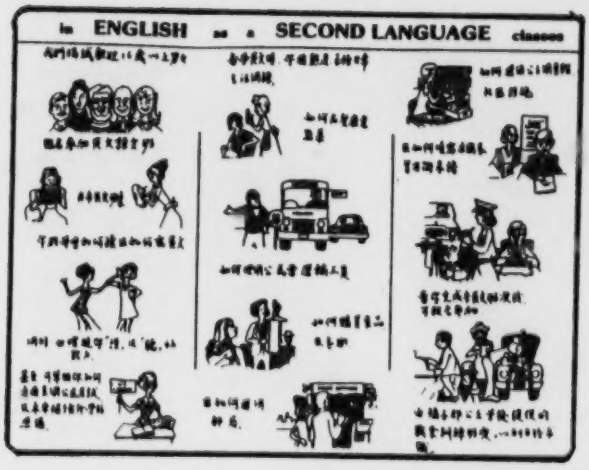
U.S. LANGUAGES AND THEIR WRITING SYSTEMS

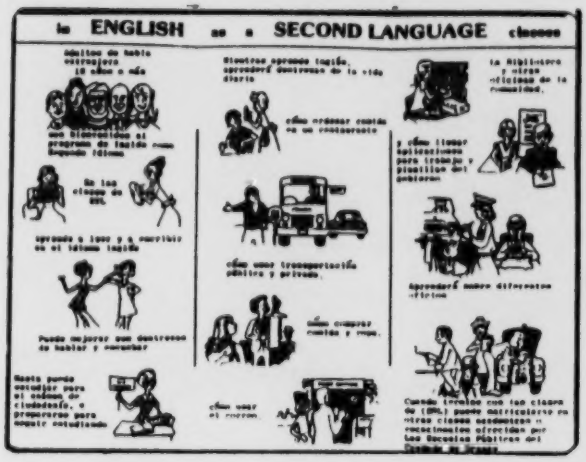
Language	Area of Origin	Writing System
Afrikaans	South Africa	Roman
Albanian	Albania	Roman
Amharic	Ethiopia	Non-Roman
Arabic	Saudi, Arabia, Lebanon, Jordan, Syria, Israel, Egypt, Morocco, Iraq, Tunisia, Algeria, Quatar, United Arab Emirates, Libyra, Kuwait	Non-Roman
Armenian	Armenia	Non-Roman
Bengali	Bengal/Bengladesh	Non-Roman
Burmese	Burma	Non-Roman
Cape Verdean Creole	Cape Verde Islands	Roman
Chaldean	Iraq	Non-Roman
Chamorro	Saipan	Roman
Chinese	China, Hong Kong, Taiwan, Singapore, Vietnam	Non-Roman
Czech	Czechoslovakia	Roman
Danish	Denmark	Roman
Dari	Afghanistan	Non-Roman
Dutch	Netherlands	Roman
Farsi (Persian)	Iran	Non-Roman
Filipino/Tagalog	Phillipines	Roman
Finnish	Finland	Roman
French	France, Canada, Haiti, Martinique	Roman
German	Germany	Roman
Greek	Greece	Non-Roman
Gujarati	India	Non-Roman
Haitian Creole	Haiti	Roman
Hawaiian	Hawaii	Roman
Hebrew	Israel	Non-Roman
Hindi	India	Non-Roman

Language	Area of Origin	Writing System
Hmong	Laos	Roman
Hungarian	Hungary	Roman
Icelandic	Iceland	Roman
Indonesian	Indonesia	Roman
Italian	Italy	Roman
Japanese	Japan	Non-Roman
Khmer	Cambodia	Non-Roman
Korean	Korea	Non-Roman
Laotian	Laos	Non-Roman
Lithuanian	Lithuania	Roman
Macedonian	Macedonia	Non-Roman
Malay	Malaysia	Roman
Malayalan	India	Non-Roman
Nepali	Nepal	Non-Roman
Norwegian	Norway	Roman
Pashto	Afghanistan	Non-Roman
Polish	Poland	Roman
Portuguese	Portugal	Roman
Punjabi	India	Non-Roman
Rumanian	Rumania	Roman
Russian	U.S.S.R.	Non-Roman
Samoan	Samoa	Roman
Serbo-Croatian	Yugoslavia	Non-Roman
Sinhalese	Sri Lanka	Non-Roman
Slovak	Czechoslovakia	Roman
Spanish	Latin America, Spain	Roman
Swedish	Sweden	Roman
Tamil	India	Non-Roman
Thai	Thailand	Non-Roman
Tongan	Polynesia	Roman
Trukese	Micionesia	Roman
Turkish	Turkey	Roman
Ukranian	Ukrain	Non-Roman
Urdu	India	Non-Roman
Vietnamese	Vietnam	Roman
Yiddish	Jewish Communities	Non-Roman

Note the absence of American Indian languages on the chart. With the exception of Navajo and a few others, few American Indian languages have well developed or well used writing systems. For this and other cultural reasons, it is generally best to recruit Native Americans by having members of their own community approach them in person.

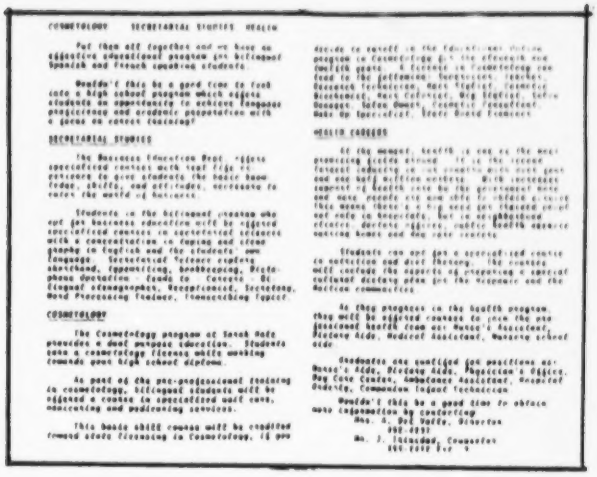


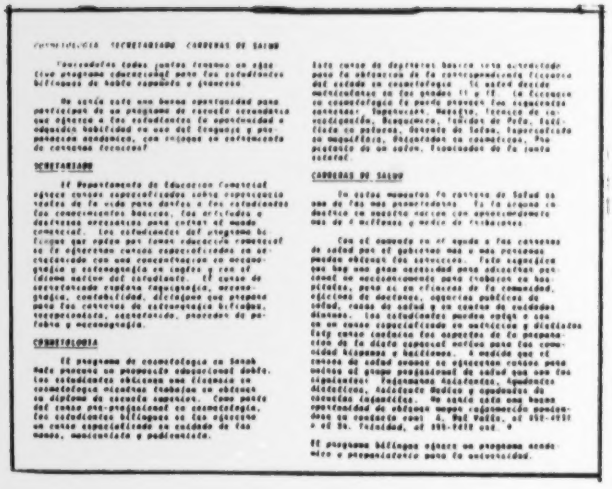


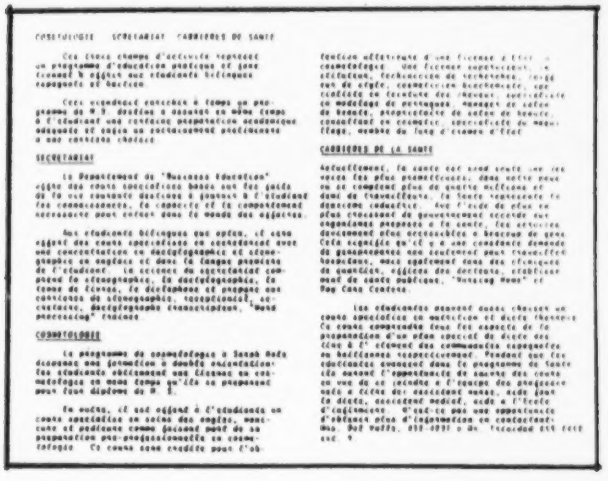


These brochures, which promote ESL services for adults in Orange County, FL, have the same multilingual cover. The contents have a separate version for each language. Printing is done with black ink on colored 8½ x 11" paper, folded in thirds. Each language (i.e. version) is printed on a different color paper. This brochure was prepared by a professional graphic artist and typeset.

29







This brochure, which promotes a vocational education program for Hispanic and Haitian high school students in New York, has one cover, written in English. The contents are available in Spanish, French, and English versions. Printing is done with black ink on colored 8½ x 11" paper, folded in half. Each language (version) is printed on a different color. The cover was designed by a graphic arts class and the contents were simply typed.

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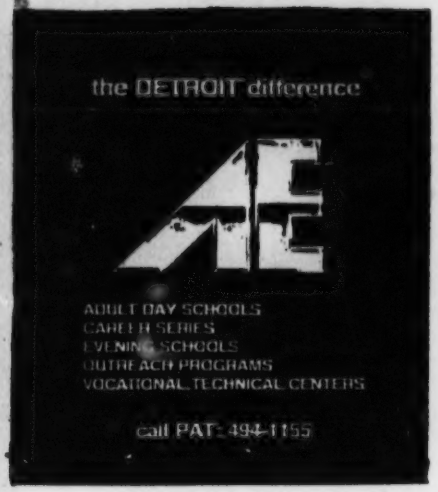
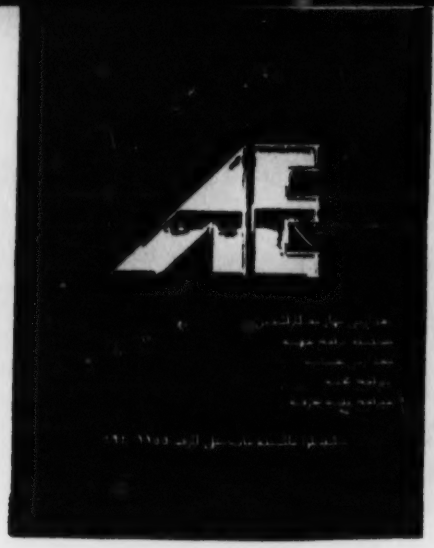
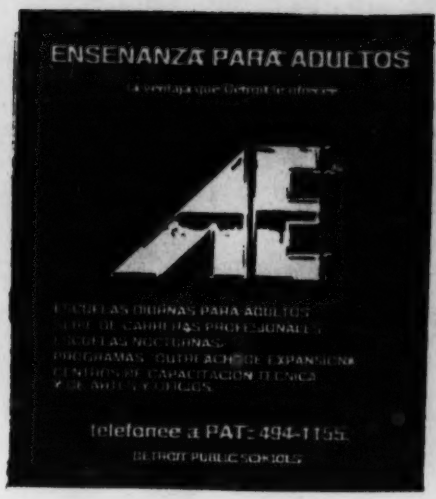
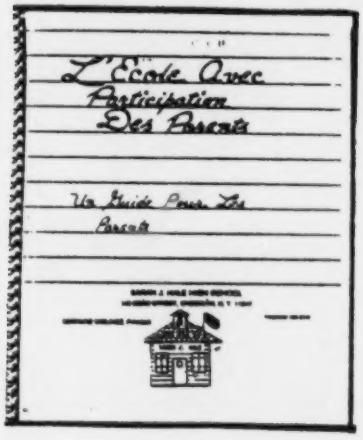
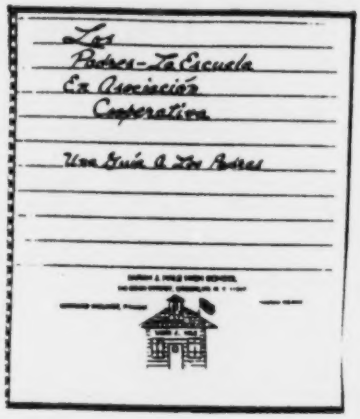






These brochures, which promote adult education programs in Detroit, have separate versions for English, Spanish, and Arabic-speaking persons. Printing is done with black ink on white 17 by 22" paper, folded in fourths. The cover is light orange and both the contents and cover were prepared and typeset by a professional graphic artist.





These brochures, which promote parent participation in this New York high school, have separate versions for each language. Printing is done with black ink by hand and by typewriter by school staff. Each language version is printed on a separate color paper, which is legal size and folded in half.

Developing Fliers to Recruit LEP Students

Fliers are usually printed on one side of a sheet of paper (8 1/2" by 11" or legal size) and are handed out and hung up. Although fliers contain less information than brochures, they usually reach more people and are easier to develop. Fliers usually contain the following information:

- Name of the program
- A few program benefits and services
- A name, address, and phone number for more information
- Location and time of program

Fliers that use languages other than English are prepared in several ways:

- separate versions for each language,
- one completely bilingual version, and
- one version that utilizes two or more languages in different ways.

Fliers can be handwritten, typewritten, typeset, or can contain a combination of any of these. (See sample fliers on pp. 32-33).

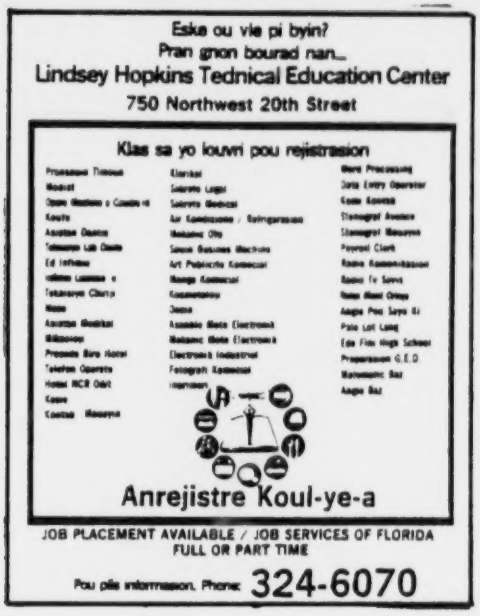
Signs and Posters

Signs and posters are usually quite a bit larger than fliers and are typeset or carefully lettered on heavy stock or cardboard. They contain minimal information (e.g., name of the program or agency, one major benefit, and a phone number) and usually have separate versions for each language. Signs and posters are designed to attract attention from a distance and provide just enough information to get someone interested enough to request more information. One South Florida technical education center posts bilingual signs inside city buses.

Course Catalogues

Course catalogues are an additional way to provide written information about programs and services for LEP students. Although the information provided in course catalogues cannot and should not replace materials that target recruiting to LEP persons, services of particular interest to LEP persons should certainly be clearly indicated in existing program catalogues under the following kinds of sections or titles:

- Services for Limited English Proficient (LEP) Students
- Bilingual Services
- English as a Second Language (ESL) classes



Eske ou vle pi byin?
Pran gnon bourad nan...
Lindsey Hopkins Technical Education Center
750 Northwest 20th Street

Klas sa yo louvri pou rejistrasion

Anrejistre Koul-ye-a

JOB PLACEMENT AVAILABLE / JOB SERVICES OF FLORIDA
FULL OR PART TIME

Pou plis informasyon. Phone: 324-6070

Quiere mejorar su vida?
Mejore su futuro en el...
Centro de Educacion Tecnico para Adultos
Lindsey Hopkins
750 Northwest 20th Street

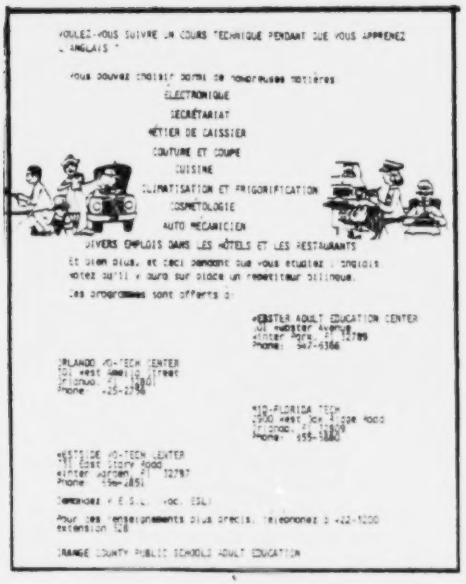
Las siguientes clases están disponibles
inscríbase en:

¡Inscríbase Ahora!

Asistencia para empleos. Bureau de Empleos
Buro de la Florida

Para la información llame No. 324-6070

These fliers, which promote vocational programs at a technical education center in Miami, Florida, were typeset and printed on 8½ x 11" colored paper. There are separate versions for Haitian Creole and Spanish.



VOULEZ-VOUS SUIVRE UN COURS TECHNIQUE PENDANT QUE VOUS APPRENEZ L'ANGLAIS ?

VOUS POUVEZ CHOISIR PARMI DE NOMBREUSES MATIÈRES

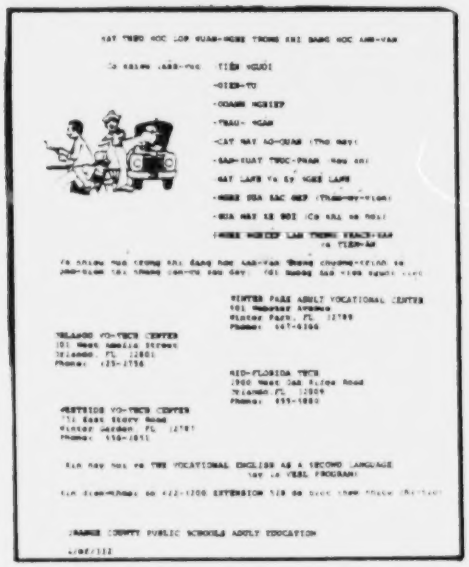
ELECTRONIQUE
SECRÉTARIAT
MÉTIER DE CAISSIER
COUTURE ET COUPE
CUISINE
CLIMATISATION ET FRIGORIFICATION
COSMETOLOGIE
AUTO MECANICIEN

DIVERS EMPLOIS DANS LES HÔTELS ET LES RESTAURANTS

Et bien plus, et ceci pendant que vous étudiez l'anglais.
Votez parti y aura sur place un remorqueur gratuit.

Les programmes sont offerts à :

ORANGE COUNTY PUBLIC SCHOOLS ADULT EDUCATION



ORANGE COUNTY PUBLIC SCHOOLS ADULT EDUCATION

These fliers, which promote vocational programs in several Orange County, Florida technical centers, were typewritten and photocopied on 8½ x 11" colored paper. There are separate versions for French and Vietnamese.

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VOCATIONAL TRAINING

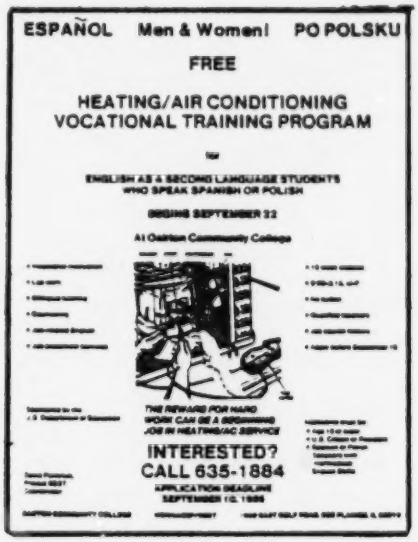
huấn luyện : Nghề

1. MEDICAL ASSISTANTS AND COMPUTER BILLING
2. GENERAL OFFICE, ACCOUNTING AND COMPUTER TRAINING
3. JANITORIAL TRAINING

- FREE
- FOR REFUGEES
- CERTIFICATE
- JOB PLACEMENT
- 3-6 MONTH
- EXPERIENCED TEACHERS

TO APPLY : DR. HENRY HONG CHAU
CALL (213) 227-9001
AMERICA VIETNAM-CHINESE FRIENDSHIP ASS
3624 W. KEITH ST.
LOS ANGELES, CA 90031

This flier promotes vocational services at a community-based organization in Los Angeles. The flier is handwritten with felt-tip pen on 8½ x 11" paper and photocopied. The flier is completely bilingual in Chinese and English, but has the addition of a Vietnamese heading on top.



ESPAÑOL Men & Women! PO POLSKU

FREE

HEATING/AIR CONDITIONING
VOCATIONAL TRAINING PROGRAM

for

ENGLISH AS A SECOND LANGUAGE STUDENTS
WHO SPEAK SPANISH OR POLISH

BEGINS SEPTEMBER 22

At Oakton Community College

THE REWARD FOR HARD WORK CAN BE A BEGINNING JOB IN HEATING/AC SERVICE

INTERESTED?
CALL 635-1884

APPLICATION DEADLINE SEPTEMBER 10, 1988

This flier promotes a federally funded bilingual vocational training program in heating/air conditioning for speakers of Polish and Spanish. The flier is typeset and printed on 8½ x 11" cover stock. The flier is written in English, but includes brief headings in Spanish and Polish.

It is important to choose headings that appropriately describe the services. For example, a catalogue that has "Bilingual Education" as a main heading should not list courses entitled Intensive English I and II, English for Speakers of Other Languages, ESOL Listening/Speaking, and ESOL Reading and Writing. These courses are not "bilingual education" and should not be designated as such.

Letters

Direct mailing (letters) is another way to promote vocational programs and services for LEP students. Letters can be easily translated and typed or handwritten for non-Roman alphabetic languages. Letters can be addressed to parents to make them aware of programs and services for their children, or to make them and other adults aware of opportunities available in adult education. One high school in New York City, for example, developed a letter inviting Hispanic adults to enroll in a new evening bilingual word processing program in the school's adult education program. Letters were simply handcarried by Hispanic high school students to their parents.

Developing Audiovisual Promotional Materials

Audiovisual promotional materials include items such as slide-tapes, filmstrips, and videotapes. Like printed materials, A-V materials should be specially designed to attract LEP students. For specific information on how to develop A-V presentations, consult a media specialist or a reference book, such as the one listed at the beginning of this module.

Slide-tape promotional presentations are relatively simple as well as inexpensive to produce. A vocational-technical high school in New York City developed a 20-minute slide-tape presentation about vocational education opportunities in their school. Slides depicted scenes from the school, and the audio portion, on cassette tape, simply described the school's programs and facilities in a lively manner that accompanied the slides. The recruiter, who is not bilingual, found bilingual people who could make additional tapes in Spanish, Haitian Creole, and Chinese, to accompany the same original set of slides. Later, the school had the slides made into a filmstrip so that when they conduct recruiting presentations in junior high and academic high schools, they have the flexibility of using either a slide or a filmstrip projector, playing their presentation in all appropriate languages.

Similarly, a large school district in Southeastern Michigan had media students develop three 30-second videotaped presentations about vocational education opportunities in the district. These presentations, developed in English, Spanish, and Arabic, were designed to promote their programs on native language television stations.

Thus, like printed materials, A-V materials can be simple or involved, expensive or inexpensive, and long or short. Your recruitment plan will help you identify both your needs and your available resources.

Activity 2 CHECKLIST: Promotional Materials to Recruit LEP Students

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Promotional materials should be designed or adapted specifically for LEP students. Prepare a checklist you would use in developing or evaluating promotional materials designed to recruit LEP students for vocational programs. Include general criteria for printed materials, as well as specific items for both brochures and fliers.

Feedback 3 Compare your checklist with the model checklist provided. Your list need not duplicate the model exactly, but should include the same major points.

MODEL CHECKLIST

I. Promotional Materials for LEP Students	Yes	No
A. Format		
1. Cover		
English only	—	—
Bilingual	—	—
Multilingual	—	—
One language, not English	—	—
2. Legible print	—	—
3. Convenient size	—	—
4. Accurately translated	—	—
B. Information of Special Interest to LEP Persons		
1. Adequate amount of information	—	—
2. Written in a manner that LEP persons can understand	—	—
3. Culturally sensitive	—	—
4. Specific information on:		
a. learning English	—	—
b. child care	—	—
c. transportation	—	—
d. counseling with bilingual assistance	—	—
e. vocational instruction with bilingual assistance	—	—
f. placement assistance	—	—

II. Brochures	Yes	No
Information on:		
1. Name of the program	—	—
2. Name of the school	—	—
3. Location	—	—
4. Eligibility requirements	—	—
5. Program services and benefits	—	—
6. General description of the program or programs offered	—	—
7. Hours	—	—
8. Training periods	—	—
9. Costs	—	—
10. Credits and credentials offered	—	—
11. Application deadline	—	—
12. Name of any program sponsors	—	—
13. How to apply or get more information	—	—
14. Civil rights/Equal opportunity policies and statements	—	—
Includes a sign-up sheet	—	—

III. Fliers		
1. Name of the program	—	—
2. Name, address or phone number for more information	—	—
3. Location and time of the program	—	—
4. Benefits and services of the program	—	—

Level of Performance: Your checklist should have included the same major points as the model checklist. If you missed some of those points, or have questions on any other points, review the information sheet "Developing Promotional Materials to Recruit LEP Students," pp. 24-34, and consult your resource person if necessary.

Activity 4

Collect a number of brochures, fliers, or other promotional materials used to recruit students for vocational programs. If possible, get materials designed for LEP students. In any case, use your checklist to evaluate their appropriateness for use with LEP students. When they are not appropriate, note how you could improve them.

LEARNING EXPERIENCE III

OVERVIEW

Enabling Objective	After completing the required reading, critique the performance of one counselor in using the mass media, open houses, and visits to recruit LEP students.
Activity 1	You will read the information sheet How to Get the Word Out, pp. 40-45.
Activity 2	You will read the case study and critiquing the performance of the school counselor described, pp. 46-47.
Feedback 3	You will be evaluating your competency in critiquing a school counselor's performance in using the mass media and other communication sources in a recruitment program for LEP vocational students. You will be comparing your completed critique with the model critique, pp. 48-49.

Activity 1 Using the mass media and other communications sources is very important in recruiting LEP students. Read the following information sheet on how to do this.

HOW TO GET THE WORD OUT

It is crucial to use the mass media and other communication sources in your recruitment programs for LEP students. It is especially vital to make use of the native language mass media as well as other language or culture-specific institutions in your community. You do not have to be bilingual to make contact or to work with native language newspapers, radio and TV stations, and institutions. You should use as many of the ways described here as possible to get the word out.

Using Local Newspapers

Newspapers can and should be used in a variety of ways to promote programs and services for LEP students. You may be surprised at the number of small, large, English language and native language newspapers in your community. One of the best ways to identify them is by looking in the yellow pages in the telephone book under the heading "Newspapers."

Newspapers can provide you with an opportunity to promote your programs and services through public service announcements, commercial advertising, and articles. Whichever methods you choose, it is important to find out which is the best day for your promotional piece to appear. For example, the best day to promote a program in an English-language newspaper is usually Sunday. For the Chinese language newspapers in New York City, the best day is Saturday, whereas most Russian-Americans read the Russian language newspaper on Fridays.

Public Service Announcements

Public service announcements are one of the easiest means for promoting programs. They are relatively short and cost nothing. Public service announcements are written in a direct, lively style and contain the following kinds of information:

- Name and location of the program
- Special nature of the program
- Who is eligible
- Who to contact
- What number to call

Public service announcements are usually about 50-100 words long (see the sample below). Public service announcements about your program should be sent to all English-

language and native language newspapers in your community. After you develop the English version, call each newspaper to find out--

- what department or person to call or send the announcement to,
- deadlines for publication, and
- whether or not the newspaper can translate your announcement.

You may need to have bilingual persons call the native language newspapers for you, although you should first make every effort to communicate with them yourself.

Sample Public Service Announcement

> The Building Maintenance Program at Clemente Adult Center announces a 10-week training program for 30 Spanish-speaking adults. This program provides free bilingual training, English classes, materials, counseling, and job placement. To qualify, you must be at least 16 years old, out of work, and limited-English proficient. Classes begin on September 29th. For more information call Laura Rodriguez at 635-7782.

Commercial Advertising

Commercial ads tend to be costly and are more often used by proprietary schools than by public vocational-technical centers. However, in many communities newspapers have an annual education supplement where many private and public schools, including vocational programs and schools, advertise.

Find out whether your school advertises in any newspapers. If so, make sure that ads contain information on services of interest to LEP persons, such as bilingual vocational instruction, multicultural staff, ESL instruction, and bilingual counseling. If your school does advertise, ads in the native languages of your community should be placed in native language newspapers.

News Articles

News articles can be one of the most effective recruiting tools. However, it is not always easy to get newspapers, especially large ones, interested in writing an article about your program. Programs that have been successful recommend the following procedure:

1. **Plan**. Write down the points about your program that make it news, unique, or exciting. Identify the newspapers in your community that will reach the right populations. Remember to include native language newspapers.

2. **Investigate**. Call each newspaper to find out the name, phone number, and hours of the individual reporter who is responsible for education articles. For large newspapers, there may be a separate education writer or reporter for each region that the newspaper reaches.

3. **Sell**. When you speak with the appropriate education writers, sell your program to them. Remember that they will not be too interested in why an article can help you and your program, but rather in how the article will help them (i.e., will interest their readers). Ideas that are particularly interesting to newspapers include individual success stories (e.g., how a particular program helped a particular LEP person off of public assistance and into fulfilling labor market participation), uniqueness (e.g., there are only ten federally funded bilingual vocational training programs in the entire country and one of them is right here in our community) and newness (e.g., this is the first time that this district is offering a vocational ESL program).

4. **Invite**. Invite the reporter to visit your program. If the writer's schedule makes a visit to your program impossible, offer to provide all pertinent information over the phone and to send promptly any other materials of interest, such as photographs.

The following are examples of actual news headings about vocational programs that serve LEP students that have appeared throughout the U.S.:

- "Language Classes Help Break Barrier" (The Sunday Herald, Des Plaines, IL, January 18, 1987)

- "Program Offering a New Hope for Refugees" (Bridgeport Post, Bridgeport, CT, April 6, 1986)

- "Immigrants Learn Job Skills, English at OCC" (Pioneer Central, Des Plaines, IL, January 30, 1987)

Using Local Radio and Television

Radio and television promotions are particularly useful for LEP persons who are not literate in English or their native language. Like newspapers, local radio and television can accommodate public service announcements, paid advertising, and news stories. However, radio and television offer another dimension not available through newspapers--interaction. Radio and television talk shows can be extremely effective recruiting tools.

Public Service Announcements, Paid Advertising, and News Stories on Radio and Television

When using radio and TV, operate much as you would with newspapers. Following are some tips:

- Find the names of native language radio and TV program and stations from the Yellow Pages and from language minority community members.

- Remember that some English-speaking stations may have special programming in other languages at certain times.

- Expect to get more responses but a smaller percentage of appropriate or qualified respondents from radio and TV advertising.

- To avoid errors, send your public service announcement to the station and try to have the translating done before sending it. If that is simply not possible, send it in English.

Using Radio and TV Talk Shows

Radio and TV can play a larger role than providing brief ads, news items, or public service announcements. Some vocational programs are able to participate occasionally or regularly on community-related talk shows where the vocational programs can be discussed more extensively. In the case of talk shows that broadcast in other languages, a discussion in the native language usually occurs between the host of the show and a representative of the vocational program. Some programs include former bilingual students as guests.

One method that is particularly effective for recruiting LEP students is having a representative of a vocational program participate in a bilingual radio talk show where listeners can call in and ask questions. For example, a vocational program in Coastal Texas sends a bilingual (Spanish/English) administrator to participate in a weekly radio talk show (in Spanish) where listeners call and ask questions (in English or Spanish) about vocational programs. Another program, in South Florida, sent an English-speaking administrator and an interpreter to participate in a Haitian radio talk show. This show was broadcast bilingually, as follows:

- English-speaking administrator describes the vocational program and services for LEP students.

- Haitian Creole interpreter interprets the administrator's message in Creole.

- Haitian listeners call in and ask questions about the vocational program in Creole.

- Interpreter interprets the questions in English.

- Administrator answers the questions in English.

- Interpreter interprets the answers in Creole.

Despite the fact that this process may appear cumbersome, school officials report that it was an extremely effective recruiting device and that many new Haitian students indicated that they had heard about the vocational program either directly or indirectly from that radio program.

Conducting Bilingual Visits and Open Houses

Having personal contact with potential LEP students and their communities is extremely important in the targeted recruiting process. This can be accomplished through visits (i.e., you go to them) and open houses (i.e., they come to you). Either way, it is important to tell listeners how your program can help them (e.g., job training in their native language, English classes, job placement, placement into postsecondary programs, increased earnings, counseling, and so forth).

Visiting LEP Communities

There are many ways to reach LEP persons in their communities, including through their religious institutions, commercial establishments, community organizations, and schools. Personal contact is especially important in settings where nonliteracy may be a problem.

Schools. One of the best ways to recruit secondary LEP students into vocational programs is to visit and speak with them in junior high schools, comprehensive high schools that may serve as feeder schools or have a shared-time program with your vocational-technical center, and right in your own comprehensive high school, if that is where your vocational program is located. It is also a good idea to promote your vocational program individually with guidance counselors, homeroom teachers, bilingual counselors, and any bilingual education or ESL personnel. Remind them of the dropout prevention and employment opportunities afforded through vocational education.

When speaking with groups of students, provide written promotional materials in all appropriate languages. If you are only English-speaking and intend to make a live presentation, have bilingual interpreters with you to handle questions and answers in other languages. Many programs have experienced bilingual vocational students assist with presentations. These students provide excellent role models for potential new LEP students. Some vocational programs provide a brief slide presentation and have taped scripts available in all appropriate languages.

Religious institutions. Religious institutions often play more than a religious role in ethnic communities. They also serve as social centers. Speak with the appropriate church official about leaving promotional brochures (in all appropriate languages) and about promoting your program among the members of the congregation. One vocational program in an economically depressed northeastern town was able to collaborate successfully with a local Catholic church that serves mostly Hispanics. The priest's sermon focused on the merits of getting off public assistance and into job training programs. An announcement was later made about a new bilingual vocational training opportunity in the same community. The combination of direct contact and having a bilingual promotional brochure that members could take home helped to recruit many LEP adults.

Commercial establishments. Commercial establishments in ethnic communities are great places to display your bilingual fliers. Check out markets and grocery stores, theaters, beauty and barber shops, restaurants, book stores. Be sure to ask permission first.

Community centers. Meet with community leaders who can help promote your program. Leave several bilingual brochures and fliers at each appropriate center. Try to arrange to make a bilingual presentation to groups of LEP persons.

Other kinds of visits. Vocational programs have demonstrated a good deal of creativity when faced with the challenge of increasing LEP enrollments. For example, a large adult technical center in South Florida developed bilingual recruiting posters in English, Spanish, and Haitian Creole that were placed, like other advertisements, along the insides and outsides of city buses, on the backs of benches at city bus stops, and in the actual bus stops. This program also purchased and renovated an old city bus, decorated the outsides with multilingual recruiting messages, and now drives the bus through language minority communities where it disseminates program information in three languages. Other programs have sent recruiters to public assistance and unemployment offices where they listen to the languages spoken by persons waiting in lines and pass out promotional materials in appropriate languages. Finally, a postsecondary program in New Mexico discovered that although they were successful at recruiting Hispanic LEP students, they served only three Native American students. Upon an examination of their recruiting procedures, they realized that all of their bilingual recruiters were Spanish-speaking and that most of their recruiting took place during visits to secondary schools which were not attended by Native Americans. The program then hired a Native American to recruit on the reservations, and their American Indian enrollment increased from 3 to 30 in just one year.

Conducting a Bilingual Open House

Many vocational programs, especially adult centers and vocational high schools, conduct open houses to attract LEP persons. Open houses may be multilingual to accommodate several language groups at one time, or be specially planned for specific language groups. Either way, it is important to display bilingual promotional as well as instructional materials and to have bilingual personnel or advanced students available to answer questions. It is also a good idea to provide a brief presentation in all appropriate languages. This can be done live or it can be a videotape, filmstrip, or slide-tape presentation in all appropriate languages.

Activity 2 Read the following case study describing how Gail Silverman, a school counselor, applied her knowledge in using the mass media and other communication sources in her recruitment program for LEP vocational students. As you read, try to determine what Ms. Silverman is doing right, what she is doing wrong, and what she should have done instead. Then prepare a written critique of Ms. Silverman's performance in applying her knowledge of how to get the word out to prospective LEP vocational students.

CASE STUDY

Case County Joint Vocational School is situated in a county adjacent to a large midwestern city. The district includes suburbs, rural areas, and two small towns. There has been a sizeable Puerto Rican population for many years, and recently a number of Vietnamese persons moved into the area. The school system has a bilingual program in place from the elementary level through high school. However, a high percentage of LEP students dropout by the high school level, and very few are enrolled at the joint vocational school. In view of this, the school administration decided to try to attract more LEP students into the vocational school program. Gail Silverman, the counselor at the JVS responsible for recruiting, is developing a recruiting plan for LEP students.

First, she found out how the program would work. Then, with the help of several teachers, she wrote a one-page flier of information to distribute throughout the community. The flier seemed to be the most effective means of disseminating information to a large population on a limited budget. Ms. Silverman figured that the same flier could be sent out to the community and to the media. It could also be used for handouts. At the bottom of the flier, an open house was announced. Ms. Silverman translated the flier into Spanish herself and planned to get a translation into Vietnamese if it was possible to find someone to do it.

Ms. Silverman sent the flier to the local English-language papers in the two towns in the district. She asked for their assistance in finding someone to translate the information into Vietnamese, but the newspaper staff informed her that it would be impossible. Since school policy prohibited paid advertising, she did not suggest that option.

In addition to sending the flier to newspapers, Ms. Silverman sent the same flier to four local radio stations that agreed to broadcast the information as a public service announcement. Two stations had programming in Spanish, but the other two would broadcast in English only. As with the papers, the radio stations could not provide a translation into Vietnamese. There were no local TV stations, and Ms. Silverman figured that the four TV stations in the city nearby were not likely to be interested in a local, small-town issue. Furthermore, the logistics of setting up appointments with the television staff to review the recruiting information and to make a videotape or public service announcement were time consuming and an added responsibility to her already busy schedule. In the end, she did not contact the TV stations in the city.

Realizing the absence of Vietnamese in all the major contacts--newspapers, radio, and TV--Ms. Silverman sent the original flier to the local Vietnamese Mutual Assistance Association asking if they could relay the information on the flier to the Vietnamese

community and inviting them to the open house. She arranged for Spanish and Vietnamese students to be interpreters at the open house.

Finally, Ms. Silverman planned to include information for LEP students during her annual recruiting campaign to the four junior high schools in the district.

Feedback 3 Compare your written critique of Gail Silverman's performance with the model critique below. Your response need not exactly duplicate the model response; however, you should have covered the same major points.

MODEL CRITIQUE

Ms. Silverman's decision to use fliers was a wise idea. She had a broad and diversified population to inform, and fliers were relatively inexpensive. Also, by enlisting the help of some teachers in writing this information, she was sure that it was accurate.

Ms. Silverman understood the importance of translating the information on the fliers. Any translation made in a native language, however, should be checked by a member of the target community to be certain it is appropriate to the specific population. A translation to Spanish for Mexicans, for example, may differ from that for Puerto Ricans. In addition, translations into a language should always be done by native speakers of that language.

Ms. Silverman did not go far enough in translating recruiting materials. She did not pursue her plans to find someone in the community to translate the information into Vietnamese. She did not inquire if there were Vietnamese or Spanish newspapers serving each community. It is highly unlikely that the English-language newspaper will print a public service announcement in Spanish. Furthermore, although a notice in Spanish placed in an English-language newspaper may reach some Spanish-speaking people, many will miss it.

Though the flier has the basic information people need about the program, it is not written in a form appropriate for a newspaper article or a radio or TV announcement. The information in the flier would be edited by staff members of a newspaper, radio or TV station. Their editing may not present the information the way the recruiters intended. To avoid errors, Ms. Silverman should have sent a public service announcement to the newspaper and radio stations in the form and/or translations in which she wanted it published or broadcast.

Ms. Silverman was diligent in contacting the four local radio stations for a public service announcement. She could have gone further and found out about native language radio and TV programs that relay news to language minority community members. Some English-speaking stations may have special programming in other languages at certain times. This type of programming would probably be done by large, metropolitan TV stations and would reach a large segment of TV viewers. For this reason, Ms. Silverman should have tried to contact the nearby city TV stations; she might have found that these stations were the most interesting and effective way of disseminating information to potential LEP vocational students in the surrounding area. Sending a flier to an agency assisting a minority group was a good idea, but she probably should have tried to make an actual visit to the Vietnamese community.

When Ms. Silverman starts her recruiting campaign in the various junior high schools, she will need to take interpreters along. Also, she may want to spend time with counselors and bilingual teachers in addition to making presentations to students. The

more she can enlist the help of staff, the more likely the vocational program will succeed in recruiting LEP students.

Overall, what Ms. Silverman did in using the media and other information sources to recruit LEP vocational students was fine; she just needed to do more.

LEARNING EXPERIENCE IV

OVERVIEW

Enabling Objective	After completing the required reading, critique the performance of one vocational educator in involving others in recruiting LEP students.
Activity 1	You will be reading the information sheet Working With Others, pp. 52-57.
Activity 2	You will read the case study, and critique the performance of the educator described, pp. 58-59.
Feedback 3	You will evaluate your competency in critiquing the educator's performance in involving others in recruiting LEP students by comparing your critique with the model critique, pp. 60-61.

Activity 1 Many others, both within the school system and from the community, can help vocational educators to recruit LEP students. To learn about this, read the following information sheet.

WORKING WITH OTHERS

Successful recruiting of LEP students may involve the active participation of administrators, counselors, staff, other educators, the community at large, and also present and former students. In order to obtain their participation and support, you need to be sure that they understand the program, its benefits to individual participants and the community, the recruiting process that will be used, and how and why their help is needed. It is also important for you to remember that people tend to do those things that they do well and that they enjoy doing. Also, everyone wants to feel that others recognize and appreciate their efforts. When building the team for recruiting LEP students, remember that anyone, whether administrator, staff member, volunteer, or student, will be more successful if they are asked to do things that they are able to do well, and if they are recognized appropriately for their efforts. A sound approach to working with others in the recruiting process should involve six steps.

1. **Decide what help is needed**. Determine what needs to be done to recruit LEP students into the program. Make a comprehensive list of tasks ranging from making announcements in the native language(s) and responding to telephone inquiries, to welcoming prospective students when they arrive at the school. Make certain that the list of tasks to be done is complete. Then follow the steps outlined here to develop maximum commitment and support.

2. **Identify the best persons for each task**. With the help of a group of key people, decide who would be the best person in the school or community to do each task. Every possible person should be invited to help in the recruiting process. Decisions regarding who should do which task should be made based on the requirements of the task and what is known about the interests and abilities of each person. While making these decisions, the question of whether a particular person would agree to accept a certain responsibility should <u>not</u> be considered. The goal is simply to identify the best possible person to do each task. Then make the commitment that everything possible will be done to help each person complete his or her task successfully.

3. **Plan the approach**. Consider carefully how to invite each person to help in the recruiting process. No one should first learn of a new responsibility through a general announcement or memorandum. Everyone should be personally contacted and "sold" on helping. They need to learn about the proposed program to recruit LEP students, the recruiting plan, their proposed role in it, and why they were selected. Learning that they were identified by a group of key people as the best possible person to do a particular task and that the key people will help them succeed is powerful motivation.

The actual approach to each person will vary depending on circumstances. Sometimes one individual will meet with a person. Other times there should be a small group calling on the person to explain the task and why it is important that this person do it.

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Whether it is to be one person or a group, it is important that the appropriate person(s) make the approach.

The appropriate person(s) to make a particular contact may not always be a school staff member. For example, a skill center wanted to have a native language newspaper do several feature stories on their recruiting drive for LEP students. The director of the skill center enlisted the support of several business people who advertise in that newspaper. These business people were asked to do just one thing for the recruiting drive-help convince the newspaper editor of the need for good coverage of the skill center's program. They could be successful because they were the appropriate persons to make this particular approach even though they were not part of the skill center staff. There are two important additional points about this incident.

First, since the business people's task was to "sell" the merits of the skill center's program to the editor, they had to learn about the program in order to perform their task. By the time they had learned enough about the program to convince the editor of its value, they were, themselves, so convinced that they volunteered to do other things to help the program. Thus, involving lots of people in the recruiting process--even when some may just perform small, but important tasks--can pay extra dividends.

Second, the approach to this editor could have been a disaster. Having a group of business people who are advertisers try to force an editor to publish any particular story could lead to resentment or worse. The editor might have felt enough pressure to publish a half-hearted story, but there is little doubt that the long-range negative effects of this high-pressure approach would have been harmful to the center. Fortunately, the business people understood that their task was to help the editor see the value of the program, not to apply pressure. They understood that their relationship with the editor as advertisers made it easier for them to meet and talk to him, but they knew they had to convince him based on the merits of the program, not through pressure tactics. This same principle applies to the approach to everyone who will be invited to help in recruiting. The results can be disastrous when people are pressured to do things that they really are not convinced they can or should do.

4. **Explain the task**. The appropriate person should approach everyone invited to help in the recruiting drive at the right time and place. The approach should focus on--

   - the need for and value of the program,
   - the importance of the task that person is being asked to do,
   - why he or she is the very best person to do it, and
   - how others will help.

The person(s) making the approach must always keep the other person's point of view in mind. For example, a community member will be interested in benefits to the members of the community, not increased enrollments for the school. The benefits of the program and of participation in the recruiting drive should be presented from that point of view. When the appropriate person(s) makes a well-planned approach to the best possible person to do a particular task, the approach is usually successful. In rare cases where the

approach is unsuccessful, reconsider who is the best possible person to do the task, and plan a new approach.

5. **Provide training.** All persons involved in the recruiting process should receive specific instructions concerning the task(s) they are to perform. This brief training must include information about the materials, activities and procedures related to the task. It should also include insight into how the task fits into the overall recruiting process.

6. **Motivate the recruiting team.** There are endless opportunities to do things that will help to motivate everyone who is helping with the recruiting effort. The following should be done throughout the entire recruiting effort:

   - Keep everyone informed of progress.
   - Show them how their own efforts are contributing to success.
   - Recognize tasks that are well done.
   - Recognize special efforts.
   - Recognize success stories.
   - Help solve problems.

Reports at group meetings and in school newsletters and memoranda are good ways to keep everyone up-to-date and should certainly be used. In addition, personal communications--notes, phone calls, visits--are a must throughout the recruiting effort.

More formal recognition can be provided in a wide variety of ways. Some of these forms of recognition may be most appropriate to express gratitude at the end of the recruiting effort. However, many times formal recognition is warranted during the recruiting effort and provides motivation to the entire recruiting team as well as the particular person being recognized. Following are some ways to recognize good work:

- Letters of thanks
- Letters of recognition to others (spouse, employer)
- Certificates of appreciation
- Resolutions by the executive board
- Desk or wall mementos with school name/logo
- Hand-lettered scrolls
- Engraved plaques
- News articles or stories featuring the person

- Articles in the recipient's organizational newsletter
- Articles in the school newspaper
- Invitations to serve on advisory committees
- Invitations as guest to appreciation luncheon or dinner
- Invitations to speak at special functions

Remember that any task worth doing deserves recognition when it is done well. Therefore, it should be expected that there will be a lot of well-deserved recognition throughout the recruiting process.

Administrators

Administrative support is essential to recruiting LEP students successfully. In addition to making critical decisions about the allocation of personnel and resources, coordination of personnel, and inservice training to be provided, administrators can establish the formal and informal tone of acceptance of the program throughout the school or agency. They can also directly affect who will be recruited and accepted into the program. Administrative support must be obtained early.

The best way to obtain administrators' support is to involve them genuinely in decisionmaking and planning. In order to make intelligent decisions, make or approve plans, or even support a plan, they need information. Therefore, administrators must understand the need and rationale for recruiting LEP students. They also need the facts on which that need and rationale are based.

Ideally, every administrator who could influence the recruitment program in any way should be involved in planning and interpreting the results of the community assessment. This involvement will help them understand the need for the program and provide a rationale for making administrative and instructional decisions in support of it. However, it may not be feasible to involve every administrator who could possibly affect the program.

Administrators who were not involved must be informed and have the opportunity to discuss and understand the need and rationale for the program. This can be done through informal individual conferences or in administrative staff meetings. Whatever form the meeting takes, it is important to remember that the purpose is to help develop insight and gain support. Therefore it must be early, and it must be a "sales" meeting. After each administrator is convinced of the value of the program, the following personnel can be contacted to support the recruiting process.

Counselors and Staff

Counselors and clerical staff members play critical roles in the recruiting process. One program did an excellent job of using bilingual recruiting methods in the community to attract prospective LEP students to the school only to find them turned away by the counseling and clerical staff. Prospective students called or went to school offices and

found that no one could understand their limited English or speak their native language. Others who could speak enough English to be understood had to fill out forms in English that no one could interpret for them. Some were given inappropriate standardized tests that effectively removed them from consideration, and others were told that they should learn English before enrolling in the vocational program. Still others were told that they were "college material" and should take academic remedial work rather than vocational training. All of these potential students were lost to the program. A great beginning to the recruiting effort was wasted and many people were disappointed.

Counselors and staff members must be prepared to work with LEP individuals. They should be prepared before the first prospective LEP student arrives. Specific procedures need to be developed to assure that every prospective student, regardless of language background, is able to move through the intake process in a dignified manner. Alternative suggestions (other programs, needed support services) for prospects who are not qualified for the program must be identified and appropriate staff members informed. Forms must be translated and/or simplified. Appropriate assessment instruments, techniques and procedures must be identified, and staff trained in their use.

The current staff may need to be supplemented with bilingual staff members, aides, or community volunteers. All of these team members will need training. Everyone should have an overview of the complete recruiting effort, including the reasons it is being undertaken. They should also be taught something about the culture and backgrounds of the prospective students. They will need specific instructions about the forms, processes, and procedures that they will use. Equally important, they will need some help in how to work with each other and with LEP students.

When planning the involvement of counselors and staff members, remember that everyone--not just administrators--will be more effective if they are part of the planning and decision-making process. Therefore, they should be involved in helping to decide how to modify school processes and procedures to be more effective in recruiting LEP students.

Other Educators

Members of the educational community can help the recruiting effort in many ways, even if they are not directly associated with the program or the school. They may have important information about the target community, community leaders, and organizations. Some of these educators may be able to translate and/or help simplify promotional literature and forms. Bilingual and ESL educators are good sources of information. Some may have students, friends, neighbors, and families who would be interested in the program. Like everyone else, other educators can only become interested in the program and willing to help if they know about it and understand its value. Thus, the task is to explain the program and its value to as many other educators as possible.

Program brochures or fliers are one good way to broadcast information about the program. At least one piece of written promotional information should be in the hands of every possible educator. However, this information is most effective when accompanied by a personal presentation.

It would be impossible to discuss the program with every relevant educator. However, some educators will be identified as the best possible persons to perform certain

recruiting tasks, and must be approached personally as described in the beginning of this information sheet. Others may be reached by telephone or letter, or the program can be described at faculty meetings.

An informational bulletin designed specifically for educators can be very useful, and may be used along with the program brochure. The purpose of the bulletin would be to describe the value of the program from other educators' points of view, to explain the recruiting process that will be used, and to provide specific instructions on how other educators can help. The bulletin would then serve as informal training for those educators who are not approached personally, and as a training guide for those who are recruited individually.

The Community at Large

The number of ways that members of the community can help in the recruiting process is unlimited. Identifying or making contacts, acting as advocates, translators or (face-to-face) recruiters, and providing needed health and social services are just examples of what people in the community are doing for LEP persons.

Community volunteers are often involved in the recruiting process because they have been identified as the best possible persons to perform particular tasks. They receive information about the program and its value as well as the instructions necessary to perform their task during the six-step process described earlier. Other community members who become interested in helping, or are asked to help, must receive training. The training should be brief, but sufficient to assure that each person understands the need for the program, the recruiting process that will be used, and exactly what they are being asked to do. Every person associated with the program should have a supply of program brochures and know how to use them.

Students

Current and former students are very effective members of the recruiting team. They have friends, relatives, and neighbors who could be potential students. Since these students and former students have experience in a U.S. school setting, they can be helpful in explaining unfamiliar school procedures to LEP individuals. They can be excellent speakers at community events. As "satisfied customers" of the program, these students can be even more convincing than paid staff members when they discuss the value of the program.

Students and former students, like everyone else, must understand the need for the program, the recruiting process that will be used, and exactly what they are being asked to do. They can then be given training based on the program brochure, and should be able to answer any of the typical questions that a potential student might ask. They also should know when and where to turn for help when they need it.

Activity 2 Read the following case study describing how Lou Kolic, a vocational counselor, worked with others to develop and carry out a plan to recruit LEP students. As you read, try to determine what Mr. Kolic did right, what he did wrong, and what he should have done differently. Then prepare a written critique of his performance.

CASE STUDY

Lou Kolic is the head counselor at a vocational high school in an urban school district with a significant LEP population. In March he received a disturbing visit from Dr. Lorraine McDonnell, the school principal. Apparently their district vocational programs had been found to be in violation of state civil rights regulations barring discrimination on the basis of national origin. Because of a lack of targeted recruiting and rigid entrance requirements in English, LEP students rarely attended this school.

Mr. Kolic's assignment was to develop and implement a recruiting plan to increase the number of LEP students in vocational programs to approximate the proportion of non-native speakers of English in the district. The assignment applied to the feeder schools (comprehensive high schools) and the adult education center located in the building as well. There was a modest budget allocation for the project.

Lou Kolic was very busy already. There were only two counselors for the entire school, and it seemed as if they were always behind. However, he did appreciate the problem, and was sympathetic to the idea of getting more LEP students to come to the school. He knew that the two main language groups in the district were Hispanic and Laotian, and there were only a few of these students at the school.

First, Mr. Kolic told the other counselor about the situation. She was in charge of intake assessment and thanked him for the warning. She would expect more LEP students in the fall. Next, he called a friend who was a counselor at a vocational center in another city in the state. He knew that his friend's school had a significant number of LEP students and wanted to get some ideas on recruiting.

He decided that the main focus would be to have the general brochures on the vocational high school and the adult center translated into Laotian and Spanish. These would be sent to the feeder schools where counselors could distribute them to LEP students, and also ask that the students take the information on the adult center home to parents and relatives. Through the foreign language department of a local university, he located a doctoral student in Spanish literature who translated the brochures into Spanish. The university also put him in contact with a Laotian engineering professor who agreed to do the Laotian brochure. He used nearly the entire budget paying for translation and printing, but the resulting materials looked terrific.

In addition to sending brochures to the counselors at the feeder schools, Mr. Kolic also sent them to the local newspaper, and to the major radio and television stations. After all this really was a new development, and in a time of unemployment and underemployment, would be newsworthy.

At school, he drafted a memo to the entire faculty, administration, and staff, telling them about the new recruiting effort and including copies of the translated brochures. In addition, he recruited several of the few Hispanic and Laotian students already at the school to help greet new LEP students when they first arrived.

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Feedback 3 Compare your written critique of Mr. Kolic's performance with the model critique given below. Your response does not have to duplicate the model response exactly, but should include the same major points.

MODEL CRITIQUE

Poor Mr. Kolic! He has dedicated a considerable amount of time and money to this important undertaking, but it is unlikely that he will be very successful. Some of his efforts were a step in the right direction without going far enough, and there are some other important things he simply didn't do.

As he gathered information to plan his approach, Lou Kolic would have benefitted greatly from searching a little further. First of all, he assumed that he already knew that the target populations were Hispanic and Laotian. By asking ESL or bilingual teachers, or by checking with some community agencies, he could have learned that the Hispanics were almost all Mexican and Central American immigrants, and that the Laotian population included a significant number of Hmong speakers who do not read or write their native language.

There was nothing wrong with calling his friend in another city, but Mr. Kolic needed to learn more about the LEP communities in his own district. More information on cultural values concerning work, on specific training needed, and on likely places to distribute brochures could have resulted in more effective materials. In fact, though this would have taken more time, he might have found that one-page fliers would be more appropriate than longer brochures, thus saving some money for other activities.

Finally, Mr. Kolic did not develop an overall recruiting plan, however brief. This would have served several purposes. First of all, he should have taken it to the principal for input and approval. The fact that she gave him the assignment in the first place didn't mean she would approve of any methods he chose. Administrative approval often translates into valuable support later.

In general, Mr. Kolic did not inform and enlist the support of enough other people, and when he did tell others, that is all he did. In other words, he told the other counselor that she should expect more LEP students, but did not help her to understand what that might mean. It is very possible that she will use inappropriate assessment techniques and screen out those LEP students who do show up. Likewise, simply informing school staff of the new recruiting effort isn't nearly enough. Some may be offended at being left out of planning and decisionmaking, and others may be hostile, or at least unprepared to serve these new students.

In addition, there are others who should have been included. How will clerical staff react to LEP students? Could bilingual or ESL teachers in Mr. Kolic's school or feeder schools have been helpful? And can he be sure that the newspaper, radio, and television personnel will appreciate the importance of his recruiting effort?

Perhaps the saddest failure are the translated brochures. First of all, the Spanish graduate student may translate the brochures correctly but too academically. The result could sound formal and almost snobby to the Hispanic community. It would have been wiser

to get a member of the target group to help, or at least review the translation. Secondly, although the Laotian brochure may be well received by those who can read it, the Hmong community will be completely left out. Some personal recruiting is probably necessary. Another problem with the brochures was Mr. Kolic's method of distribution. He assumed that the counselors in the feeder schools would give them out willingly. That may not be a safe assumption. Some personal contact to inform and, if necessary, convince counselors would have helped. Also, brochures may not be the best way to recruit adults, and students may not be likely to take them home to parents and relatives. It might have been better to identify some places in the community for distribution.

In conclusion, Mr. Kolic's efforts will probably not be very successful for two main reasons, both related to involving others in recruitment. First of all, in assessing the community and planning recruitment, he should have talked to more people. Secondly, he needed to do more teambuilding and motivating, rather than just informing others and assuming their support.

Level of Performance. Your written critique of Mr. Kolic's performance should have covered the same major points as the model critique. If you missed some points or have other questions, review the material in the information sheet "Working With Others," pp. 52-57, or check with your resource person.

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FINAL EXPERIENCE

Terminal Objective

In an actual vocational instructional situation, recruit LEP students for vocational programs.

Activity 1

As part of your normal instructional duties, recruit LEP students. This will include--

- planning recruitment of LEP students,
- developing recruitment materials,
- using a variety of recruitment techniques,
- working with others, and
- evaluating the recruiting of LEP students.

As you perform each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes).

Feedback 2

Arrange to have your resource person review any documentation you have compiled. If possible, arrange to have your resource person observe at least one instance in which you are actually recruiting LEP for vocational programs.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in recruiting LEP students for vocational programs.

VOCATIONAL EDUCATOR PERFORMANCE ASSESSMENT FORM

Recruit LEP Students for Vocational Programs

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the vocational educator's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In planning recruitment of LEP students, the educator--						
1. identified the major language and cultural groups to be served	( )	( )	( )	( )	( )	( )
2. identified the best information sources used by LEP persons	( )	( )	( )	( )	( )	( )
3. identified the best recruitment technique	( )	( )	( )	( )	( )	( )
4. identified what benefits of vocational education appeal to LEP students	( )	( )	( )	( )	( )	( )
5. developed an effective recruitment plan	( )	( )	( )	( )	( )	( )
6. identified appropriate sources for translation	( )	( )	( )	( )	( )	( )
In developing recruitment materials, the educator--						
7. designed or adapted materials in the native languages of potential students, such as brochures, signs, posters, audio- and video-tapes	( )	( )	( )	( )	( )	( )
8. trained personnel to develop appropriate materials	( )	( )	( )	( )	( )	( )

In using a variety of recruitment techniques, the educator--

9. arranged to go to the target community via mass media	( )	( )	( )	( )	( )	( )
10. arranged to bring the community to the program site	( )	( )	( )	( )	( )	( )
11. arranged to make personal visits to the community	( )	( )	( )	( )	( )	( )

In working with others, the educator--

12. enlisted administrative support, where appropriate, for bilingual recruiting	( )	( )	( )	( )	( )	( )
13. trained counselors and staff to participate in recruitment	( )	( )	( )	( )	( )	( )
14. involved the educational community in the recruitment of LEP students	( )	( )	( )	( )	( )	( )
15. involved the community at large in the recruitment of LEP students	( )	( )	( )	( )	( )	( )
16. involved present and former students in the recruitment of LEP students	( )	( )	( )	( )	( )	( )

In evaluating the recruitment of LEP students, the educator--

17.						
a. compared LEP enrollment in vocational programs before and after targeted recruiting	( )	( )	( )	( )	( )	( )
b. surveyed present and former students	( )	( )	( )	( )	( )	( )
c. compared the number of applicants to the spaces available	( )	( )	( )	( )	( )	( )
d. surveyed community concerning effectiveness in recruiting LEP students	( )	( )	( )	( )	( )	( )

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).